DOCUMENT RESUME

ED 410 744 FL 024 574

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TITLE Mini-Dictionary for ESL Teachers.
PUB DATE 1996-12-11
NOTE 55p.
PUB TYPE Reference Materials - Vocabularies/Classifications (134)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Applied Linguistics; *Bilingual Education; *Bilingualism; *English (Second Language); Language Teachers; *Second Language Instruction; Vocabulary

ABSTRACT

This dictionary lists and defines 370 terms in the fields of applied linguistics and second language instruction that are of use to or may be encountered by teachers of English as a Second Language (ESL). It includes terms relating to psycholinguistics, language acquisition and second language learning theory, classroom management, program design and administration, teacher education, legal issues and compliance, grammar, teaching techniques and approaches, testing, and instructional activities. A glossary of some common acronyms associated with ESL instruction, including those of some professional associations, is also included. (MSE)

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Mini-Dictionary for ESL Teachers

John Olaco

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Mini-Dictionary

for

ESL Teachers

A

Academic language. This is the language needed to perform in subject matter. It requires language skills to describe, explain, interpret, analyze, apply, justify, draw conclusions, and evaluate.

Accent. A synonym for stress, inflection, tone, or choice of words taken to be unique in or highly characteristic of an individual.

Acrostic. This is a language acquisition activity that is used to reinforce new vocabulary. A name or word is written vertically. Words or phrases starting with each letter of that name or word are written horizontally to describe or provide information about the vertical word (the "spine" of the acrostic).

Active learning. This refers to the level of engagement by the student in the instructional process. An active learning environment requires students and teachers to commit to a dynamic partnership in which both share a vision of and responsibility for instruction.

Additive bilingualism. A process by which individuals develop proficiency in a second language subsequent or simultaneous with the development of proficiency in the primary language.

Additive memory game. This is a language acquisition activity that is used to practice related vocabulary. A student begins a sentence and adds a word. The next student repeats the sentence and adds another related word. This is repeated until students can't remember all the words in order and the game can begin again.

Adult Education Act. (Public Law 89-750 as amended). This provides federal grants to states to encourage the expansion of educational opportunities that will enable adults to acquire basic literacy skills and secure training and education, thus allowing them to become more employable, productive, and responsible citizens.

Affective filter. A construct which refers to the effects of personality, motivation, and other affective variables on second language acquisition. These variables interact with each other and with other factors to raise or lower the affective filter. It is hypothesized that when the filter is "high," the L_2 acquirer is not able to adequately process "comprehensible input."

Allophone. This is one of the variant sounds of a phoneme. For example, the different p sounds in *pill, spill, cup*, are all variant, or *allophones* of the phoneme /p/.

Alternate reading. This is a language acquisition activity that gives students the opportunity to read aloud with a group. After students have studied a selection, the teacher, a student, or a group of students read part of the selection aloud, and the remainder of the students read the next part aloud. The two groups alternate and finish reading the selection. Alternate reading helps reduce students' anxiety when reading aloud. This technique is also known as responsive reading.

Alternative Assessment. It is a range of assessment methods designed to take the place of or to supplement standardized tests.

Analogy. It is the ability to form a word or pattern on the basis of knowledge of similar words or patterns.

Anomie. A traumatic feeling by learners who no longer identify with the native language community but who are not yet ready to "belong" to the English-speaking community--"rootless."

Anticipation-reaction guide. This is a language acquisition activity that is used to focus student attention on key concepts, make use of students' background knowledge, and allow students opportunity to examine their attitudes. Students read statements about a topic they will study. They check AGREE or DISAGREE and discuss their responses with a partner. As a postreading activity students compare their responses before and after reading to see if they have gained new insight or have changed their opinions.

Approach. A term applied to a complex set of instructions about what and how to teach. The primary aim of an approach is to combine a series of methods and techniques into a system. An approach may also be referred to as a teaching strategy.

Articulation. It is the production of sounds by the meeting of the vocal organs; e.g., tongue between the teeth or tongue against the tooth ridge. It is also the smooth, continuous development from one level of language learning to the next.

Assessment. It is the determination of a student's skills through the use of one or more instruments or procedures such as--tests, questionnaires, teacher judgement, or examination of student records. It is also the process of gathering information about students--what they know and can do. There are many ways to gather this information; for example, by observing students as they learn, examining what they produce, or testing their knowledge and skills. The key question in assessment is: *How can we find out what the students are learning?*

Assimilation. A social and anthropological process of integrating ethnics into a "homogeneous" ("melting pot") American mass society. It is the loss of various aspects of one's ethnicity (culture) in order to be accepted into the "mainstream" (White, Anglo-Saxon, Protestant, Middle-class).

Audio-lingual. A term used currently to indicate the "linguistic" approach to language learning; i.e., first by hearing; then by repeating.

Audiolingual method. In this approach, skills are taught in sequence: listening, speaking, reading, and writing. It uses visuals and dialogues practiced by repetition. Vocabulary and grammar structures are controlled.

Audiolingualism. The process of learning a language is viewed as the acquisition of a set of habits which permits a speaker to respond correctly to a given set of questions.

Audit. An investigation or examination of procedures by experts to determine whether adequate accounts and records are maintained and whether funds are used in compliance with state and federal regulations.

Authentic assessment. It is an assessment that both mirrors and measures students' performance in "real-life" tasks and situations. For example, if we want students to communicate effectively in writing, the authentic way to assess them is to evaluate actual samples of their writing.

Autograph. This is a language acquisition activity that is used to help students learn about their classmates as well as practice language. Phrases describing student characteristics are provided. Students approach a classmate and question him/her to discover if the phrase applies. If the answer is yes, the student signs next to the phrase. Students then move on to question another classmate. They need to introduce themselves and say thank you after each encounter.

Average Daily Attendance (ADA). A count of children in attendance or with excused absences. The figure is the basis for calculating the amount of money provided for the basic education program in the school district.

B

Basic education. This refers to the reading, writing, and math skills needed as a foundation for entry into high school subjects, G.E.D. preparation, or job training.

Basic Interpersonal Communicative Skills (BICS). A construct originally developed by Cummins (1979) which refers to the aspects of language proficiency strongly associated with basic communicative fluency achieved by all normal native speakers of a language. Although BICS are not highly correlated with literacy and academic achievement, they are viewed as a prerequisite. The construct has been further refined in terms of "cognitively undemanding-contextualized" skills.

Basic literacy skills. These are skills that relate to the general categories of reading, writing, computation, communication, problem solving, and interpersonal skills that enable adults to read, write, compute, acquire a secondary diploma, and become more employable, productive, and responsible citizens.

Basic Skills. These are abilities in language arts, reading, writing, and mathematics necessary for a person to function independently and successfully.

Benchmark. A performance sample that serves as a standard against which other samples may be judged.

Bicultural voice. This refers to the principles of dialogue as they are enunciated and enacted within particular social settings (Henry Giroux).

Biculturalism. This refers to the process wherein individuals learn to function in two distinct sociocultural environments: their primary culture, and that of the dominant mainstream culture of the society in which they live (Antonio Darder).

Bilingual. A person who understands and speaks two languages. It is usually acquired through natural exposure in the form of social interaction, or through systematic and deliberate study.

Bilingual-Bicultural education. A system of instruction which uses two languages, one of which is English, as a means of instruction. It is a means of instruction which builds upon and expands the existing language skills of each participating student which will enable him/her to achieve competency in both languages.

Bilingual community aide. A person who is fluent in both English and the primary language of the pupil or pupils of limited-English proficiency and who works primarily between the school and parents of pupils of limited-English proficiency.

Bilingual credential. A document, issued by the Commission on Teacher Credentialing, authorizing a person to engage in the service specified in the credential. The bilingual credentials or certificates available are:

- Bilingual Crosscultural Specialist
- Standard Credential with Bilingual Emphasis
- Emergency Credential
- Certificate of Competency

Bilingual education. It is the use of two languages for the purposes of academic instruction consisting of an organized curriculum which includes: L_1 development, L_2 acquisition, and subject matter development through L_1 and L_2. Bilingual programs are organized so that participating students may attain a level of proficient bilingualism as a performance objective.

Biliterate. A person who is literate in two languages; that is, a person who can speak, read, and write two languages with native or near native ability.

Brainstorm. This is a language acquisition activity that is an oral activity used to generate ideas or information. Students suggest ideas, words, or phrases about a topic, and the teacher records the information. Every idea is considered valuable, is accepted, and recorded. Recorded information is discussed, organized, and classified. Brainstorming can be used informally to assess students' background knowledge about a given topic or introduce a prewriting activity in the writing process. It can be used to generate options for solving problems.

C

Categorical aid. These are federal and state funds which must be used for a specific purpose or for a specific student population as established by legislation and regulation.

Certification. This refers to the verification of mastery of a skill at the time of testing. Learners are certified through an exit assessment in which they demonstrate the attainment of the necessary skills.

Chaining. A type of learning described by Skinner. Here what is acquired is a chain of two or more stimulus-response connections.

Character profile. This is a language acquisition activity that is a brief description of a character from the text written in a standard format. Students may illustrate their profiles with the character described or a setting from the story. This activity can lead to writing a character interpretation. Prepare students for this activity by showing examples and modeling. See character report card.

Character report card. This is a way to introduce character analysis. Students create a report card for the character based on chosen aspects of the character's personality. See literary report card. See character profile.

Chart (charting). This is a language acquisition activity that is part of any activity in which information or ideas need to be recorded for analysis or future reference. Information or ideas are recorded on chart paper, the chalkboard, or overhead transparency by the teacher or student.

Choral reading. This is a language acquisition activity that is a group oral reading activity. Groups read text in unison with the teacher. Choral reading can be extended to include dramatic interpretation. See echo reading.

Classification. This is a language acquisition activity that organizes and records information into categories using graphic organizers such as Venn diagrams, T-graphic organizers, graphs, columns, or clusters. See graphic organizer.

Cloze. An evaluation technique to measure language proficiency in which every *nth* word in a reading passage is deleted (e.g., *every 7th word*) and students must fill in an appropriate word. In a selective or modified text, cloze words are deleted by choice to focus on verbs, prepositions, vocabulary items, etc. See sentence completion.

Cloze test. A test in which students are to restore words which have been systematically omitted.

Clustering (cluster). This is a language acquisition activity that may be used to record ideas or information during brainstorming. A topic is written at the center of the cluster. Students provide words or phrases related to the topic which are recorded around the topic. Related words may be clustered in categories.

Code switching. The alternation between distinct languages, between varieties of a single language, or between features within a single variety. Code switching is ordinarily viewed as a characteristic of the interaction of language and social setting. Code switching is often times referred to as "alternation." It occurs when words or phrases from another language is inserted during speech.

Cognate. A word in one language which looks similar to and has the same meaning of a word in another language; e.g., (Spanish-English) nacional/national. (Beware of false cognates; words which look the same but have different meanings; e.g., (Italian) *attualmente* = at the present time; (English) actually = really.

Cognitive Academic Language Proficiency (CALP). A construct which refers to aspects of language proficiency strongly related to literacy and general cognitive development and academic performance in formal schooling contexts. This proficiency varies substantially from individual to individual. Standardized achievement tests are the basic measures used to determine one's cognitive/academic language proficiency.

Cognitive approaches. These approaches make use of prior knowledge and emphasize the information processing capability of the learner. The first language, rather than being viewed as a source of interference, is seen as a bridge that can be used to transfer valuable knowledge toward second language proficiency. The use of conscious learning strategies is seen as beneficial to students.

Cognitive code method. A reaction by Noam Chomsky to the Stimulus/Response philosophy of B. F. Skinner, where the learner perceives (or is guided to discover) the "rule" or generalization underlying a feature of language from several examples of it; e.g., acquainting the student with English patterns and concepts, then following with a complete explanation of French or Spanish concepts and patterns. More thinking, analysis, and more use of the first language in the language acquisition process; the concept is that language is internal; i.e., every human has a language acquisition device (LAD). This is a deductive approach to language acquisition.

Collaborative learning. This is a language acquisition activity that occurs when students work together in groups. Students work in pairs or groups to complete an assignment. While working together, they communicate about the task, are exposed to the thinking of others, and benefit from the support of their peers. In the process, students develop interpersonal skills and the ability to work with others.

Collage. This is a language acquisition activity that is an art product that visually expresses ideas, relationships, and concepts. Students select pictures, illustrations, words, etc., from magazines, newspapers, and other print sources, and arrange and glue them to a sheet of paper. A good example is an alphabet collage where students cut out pictures of words that start with each letter of the alphabet.

Common Underlying Proficiency (CUP). This is the second view of bilingual proficiency. Managing the linguistic demands of the more cognitively demanding, context-reduced tasks is seen as interdependent across languages, not separate and totally specific to a given language.

Communicative activities. These are activities with student interaction and communication as their primary objective; e.g., problem solving, information gap, values clarification, discussion question, etc.

Communicative approach. The emphasis is on developing each individual's ability to use the language in real communication. During the activities, the teacher is seen as a facilitator, not an absolute authority.

Communicative-based ESL. A second language instructional approach in which the goals, teaching methods and techniques, and assessments of student progress are all based on behavioral objectives defined in terms of abilities to communicate messages in the target language. In communicative-based ESL, the focus is on language function and use and not on language form and usage. Examples of communicative-based ESL instructional approaches include Suggestopedia, Natural Language, and Communicative Language Learning.

Communicative competence. The ability to recognize and to produce authentic and appropriate language correctly and fluently in any social situation. The emphasis is on what students need to successfully participate in society and the development of successful performance within social and technological contexts.

Community language learning method. In this method, the teacher must be bilingual, and act as facilitator and counselor. Requires a small number of students. (wouldn't work for adult ESL).

Compensatory education. These are instructional and support services provided by categorical monies for children who are deemed to be educationally disadvantaged.

Competency Based Education (CBE). This refers to a performance-based process leading to demonstrated mastery of basic and life skills necessary for individuals to function proficiently in society.

Compliance. The term used to indicate whether or not a district using categorical aid monies is operating within the state and federal laws and regulations.

Compound bilingualism. A level of proficient bilingualism developed through a process of additive bilingualism which is subsequent to the development of proficiency in the primary language.

Comprehensive input. This refers to understandable and meaningful language directed at L_2 acquirers under certain planned conditions. Comprehensible input is characterized by (a) focus on communicative content rather than language forms; (b) frequent use of concrete contextual referents; (c) lack of restriction on L_1 use by L_2 acquirers, especially in the initial stages; (d) careful grouping practices; (e) minimal language form correction by teaching staff; and (f) motivational situations.

Concentration. This is a language acquisition activity that may be played with cards or a grid by two or more students to practice new vocabulary. Words or pictures are matched to definitions, other words, antonyms, or the picture of an object. When a match is made the students or team gets a point. A good example is the synonym/antonym concentration game.

Concentric circles. This is a language acquisition activity that is a formation to facilitate language practice. Students form two concentric circles. Students in the inner circle face a partner in the outer circle for an oral exchange, e.g., question and response, etc. After completion of an exchange, students rotate to face a new partner to repeat the activity.

Concept learning. In this type of learning, the learners acquire the ability to make a common response to a class of stimuli even though the individual members of that class may differ widely from each other. The learner is able to make a response that identifies the entire class of objects or events.

Content words. These are words in the vocabulary that are used for things, actions, or qualities.

Contractive analysis. A comparison of all the features of the native language of a learner which differ from those of the target language.

Cooperative learning. An ESL teaching strategy wherein students are assigned specific roles to complete a task and ensure that all students participate.

Cooperative learning groups. These are language acquisition activities that are structured to assure that students derive the maximum academic and social benefits from working together. Groups usually contain from three to six students and are heterogeneous and balanced by gender, ethnicity, language, and academic skill.

Coordinate bilingualism. A level of proficient bilingualism developed through a process of additive bilingualism which is simultaneous with the development of proficiency in the primary language.

Copying. This is a language acquisition activity that is important for beginning writers because it provides opportunities to accurately reproduce symbols, words, phrases, sentences paragraphs, drawings, charts, outlines, and other print models. Students should be encouraged to pay attention to detail, check for accuracy, and address specific language structures as they copy. By exchanging papers and checking for errors, students will begin to develop editing skills. Good examples are vocabulary sheets and spelling exercises.

Corners. This is a language acquisition activity that is a cooperative learning structure that allows students to select an area of interest and work with others who selected the same interest. Aspects of a topic are posted in each classrooms' four corners, e.g., classical, rap, rock and roll, and jazz. Students go to the corner that represents their interest to share with others and learn more about their interest. Another good topic is weekend activities. This strategy is sometimes called four corners.

Counseling-Learning approach. This is a humanistic approach. At the beginning level, students sit in a circle and are told to communicate in L_1. The teacher or knower, remains outside the circle and translates the conversation into the target language (TL), which the learners repeat. Periods of silence and an unpressured atmosphere allow students time to think about the language they are hearing. A tape can be made of the session and played back at the end of the class. The teacher may also write out the TL conversation and briefly explain grammar.

Course contract criterion. A prescribed plan for a particular course of study which a learner has reviewed and agreed to follow.

Criterion-referenced test. A test designed so that the test items are referenced to or measure the specific behavior described in the criterion. Each person's performance is compared with a predetermined standard or criterion. An example of a criterion-reference test may be the final exam of a language course. A score of 100% can be achieved if the student has learned all the material. Criterion-referenced tests are intended to identify strengths and weaknesses in individual students in terms of knowledge or skills.

Critical thinking. The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from or generated by observation, experience, reflection, reasoning or communication as a guide to belief or action. Critical thinking encompasses affective traits as well; such as, objectivity, fair-mindedness, sensitivity and honesty.

Curriculum. The knowledge, information, skills, abilities, activities, materials, etc., which are included in the teaching of any subject.

D

Deductive process. This is a process in which a rule is formulated first and then followed by examples which conform to it.

Derived. An utterance, word, or expression produced by the application of a transformation rule to a basic word or utterance; e.g., *kindness* is derived from *kind*. *Hamlet was written by Shakespeare* is derived from *Shakespeare wrote Hamlet*.

Determiner. A word such as an article or a possessive adjective which marks a noun; e.g. *the*, *a*, *some*, *each*, *any*.

Dialect. A variety of a language that is distinguished from other varieties of the same language by features of phonology, grammar, and vocabulary and by its use by a group of speakers who are set off geographically or socially. A provincial, rural, or socially distinct variety of a language that differs from the standard language.

Dialectic journal. It is a note-taking system that helps students develop their own synthesis of the material to be learned. This leads to more coherent and complex thinking and writing. See Response journal.

Dialogue(s). This is a language acquisition activity that is a written conversation that may be created by students and read in pairs or groups and then presented to the entire class. Dialogues may come directly from reading materials or develop as a result of a classroom activity.

Dialogue journals. A private expression of the student's ideas, feelings, and attitudes shared only with the teacher. Small spiral notebooks are great for this strategy.

Dictation. This is a language acquisition activity that is used for listening comprehension and writing. The teacher dictates words, phrases, or sentences, and students write what is said. Dictated text must be divided into phrases or sentences so that students are able to write what they hear. An entire selection may be read once, reread in segments while students write, and then read a third time so that students can review and correct their work. This may also be done with spelling words.

Diction. This refers to vocal expression, enunciation and choice of words, especially with regard to correctness, clearness, or effectiveness.

Diorama. This is a language acquisition activity that is a three-dimensional scene, usually constructed in the interior of a shoe box and containing figures and cutouts to illustrate the setting for a piece of literature or a historical event. Students prepare an oral or written presentation about their diorama. A good example is a diorama for each room in a house. Colored pictures from magazines may be used.

Diphthong. A sound which combines two vowel sounds; e.g., boy/boi; how/hau.

Direct approach method. In this approach, the lesson starts with dialogues in the target language, in conversational style. Material is presented orally. Actions and pictures are used and exercise questions are all in the target language based on dialogues between the teacher and the student. Grammar is taught inductively, not deductively like the Grammar Translation method. That is, verbs are taught through usage, not conjugation. Culture of the target language is also taught inductively, e.g., bowing during greetings in the Japanese culture, etc.

Directed reading/thinking approach. This is an excellent way to develop comprehension skills. This approach helps students set their own purpose for reading and takes them through the process good readers go through automatically. Students read text in portions, stopping to predict answers to questions posed about the text and then reading on to confirm or refute their predictions. This is an excellent approach for intermediate ESL students.

Discourse. The capacity of orderly thought and procedure; conversation, narration, storytelling, comprehension and coherence of text (part of communicative competence).

Discussion. This is a language acquisition activity that is used to clarify and construct meaning and can be prompted by a topic, pictures, realia, or experience. In addition, discussion may be used to assess students' knowledge and to provide practice using new vocabulary, structures, and concepts. Other things such as a diorama, a movie, or a poster may be used as prompts.

Dispatch. This is a language acquisition activity that students complete while class is assembling (sponge activity). It is used to focus attention on content previously studied that will be needed for the day's activities, e.g., *list the types of reptiles you remember from our discussion yesterday, use five descriptive words to tell about a community worker, write five interesting words that mean the same as happy*. A journal writing activity can also be used as a dispatch activity. This is an excellent way of conducting "soap-opera-like" lessons as compared to "TV-special-like" lessons. Students need to "feel" the "connectedness" of the lessons and look forward to them.

Double entry journals. This requires choosing quotations that are evocative, and producing a thoughtful response that requires students to use all their comprehension skills. This is highly recommended when teaching literature.

Dyslexic. A specific learning disorder characterized by a level of reading and writing markedly below that expected on the basis of an individual's level of intelligence and ability, related to an emotional or physical disability.

E

Echo reading. This is a language acquisition activity that is an oral reading activity in which the class imitates the intonation, pronunciation, and phrasing of the teacher reading a passage of text. Echo reading promotes oral reading in a comfortable environment. Students may also imitate other students.

Eclectic approach. This takes the best of a variety of approaches and techniques.

Economic Impact Aid (EIA). These are state funds that are available to support educationally disadvantaged youth programs, bilingual education, and security programs in districts.

Economic Impact Aid/Limited-English Proficient (EIA/LEP). A formula-based allocation to districts by the State Department of Education to serve identified LEP students.

Elementary and Secondary Education Act (ESEA). A law passed by Congress in 1965. Each of the many sections of the Act, known as titles, is concerned with a different aspect of education.

Emergency School Aid Act (ESAA) of 1972. A federally funded program that provides technical and financial assistance to school districts that have programs directed toward meeting special needs arising from school desegregation.

Encode. The process through which a speaker conveys his thought by means of a verbal message; to put thought into linguistic form.

English-as-a-Second-Language (ESL). A specific kind of instruction in structural patterns in English characterized by oral and written drills with practice, sequencing of the introduction of new structural elements, and suggestions for their use in class.

English Language Development (ELD). The systematic use of instructional strategies designed to promote the acquisition of English by students whose primary language is other than English. Such instruction may form part of a bilingual program or a program in which English is the only language of instruction.

English Only (EO). This refers to pupils whose home language survey indicates English only.

Enunciation. This refers to the utterance of articulate sounds; pronunciation.

Equal Education Opportunities Act of 1974. This act provides that no state shall deny educational opportunities to an individual on account of his or her race, color, age, sex, or national origin.

Ethnography. A descriptive anthropology. Branch of anthropology that deals descriptively with specific cultures, especially those of non-literate people or groups.

Evaluation. The process of interpreting and making judgments about assessment information. By itself, assessment data is neither good or bad. It simply mirrors what is going on in the classroom. This information becomes meaningful only when we decide that it reflects something that we value, such as how well a student has mastered long division. The key question in evaluation is: *Are students learning what we want them to learn?*

Extension activity. This is a language acquisition activity that applies what students have learned in a new situation. For example, after completing a class survey, students ask the same survey questions of family members. When students chart the survey results and draw conclusions about the data, they extend the survey activity further. In other words, activities inside the classroom are "extended" outside.

F

Fade in fade out. In this type of reading, students can pick and choose those sections they feel comfortable reading aloud. The teacher or one student begins the reading of a passage and others "fade in or fade out" at will. See Jump-in reading. A variation of this is POPCORN reading. They start or stop reading when they hear the word POPCORN.

Feedback. The control of one's performance derived from the awareness of its effects; e.g., the speaker controls his flow of speech by hearing his own words, or by listening to or noting the reaction of others.

Fictional mail bag. A good review technique. Students create mail for characters of books they are reading. The teacher can provide the stationery, envelopes, and the "stamps."

Fluent English Proficient (FEP). This refers to pupils whose English proficiency and literacy skills are comparable or substantially equivalent to that of the majority of pupils of the same age or grade whose primary language is English.

Formal linguist. This refers to a person who studies the structure of different languages, and by identifying and studying the elements common among them, seeks to rediscover the most efficient ways to describe language in general.

Formal linguistics. The study of the structures and processes of language; i.e., how language works and how it is organized.

Fossilization. This refers to errors that are committed as a result of over-generalization to the point that these errors become obligatory to one's speech.

Found poem. This is a language acquisition activity that is a reading and writing activity in which students select from a text six to eight words or phrases that have special meaning for them, i.e., that create a vivid image or that communicate the essence of the selection. These words or phrases are rearranged to create a found poem. Several students may work on different reading materials and compare their found poems later.

Free language practice. These are activities in which student responses are not controlled, except by the situation (e.g., group discussion, role play, etc.).

Function words. These are words which have no meaning by themselves but which are used in utterances to signal grammatical relationships; e.g., auxiliaries and prepositions.

G

Goal. A broad direction or intent which is general and timeless and is not concerned with particular achievement within a specified time period.

Grab bag. This is a language acquisition activity that develops language and classification skills. Objects from various categories are placed in a bag. One object at a time is removed from the bag, identified, and described. Students determine categories into which objects can be grouped. When all objects are identified, and classified, students explain common attributes. For example, a book, a pencil, ruler, and a piece of chalk might be grouped together as things found at school. This can be done as a class, group, or pair activity. A regular shopping bag may be used for this purpose. For added fun, students may be blindfolded.

Grammar-based ESL. A second language instructional approach in which the goals, teaching methods and techniques, and assessments of student progress are all based on behavioral objectives defined in terms of abilities to produce grammatically correct utterances in the target language. In grammar-based ESL, the focus is on language form and usage and not on language function and use. Examples of grammar-based ESL instructional approaches include Grammar-Translation method, Audiolingualism method, and Cognitive Code method.

Grammar-Translation method. This began with the analysis of Latin and Greek in monasteries in the Middle Ages. Most foreign students around the world are still learning English this way. Vocabulary is taught in the mother tongue with a list of isolated words. Major drills consist of translating difficult sentences and little attention is paid to pronunciation; focus is on reading and writing.

Graphic organizer. This is a language acquisition activity that is used to record and organize information. Some examples of graphic organizers are cluster, graphs, grids, time lines, Venn diagrams, T-graphic organizers, and outlines. See classification.

Graphing. This is a language acquisition activity that is used to display information, often the results of a survey. A graph may display the results of a class survey which investigated how much time students spend each night doing homework. Examples are line, broken line, bar, and picture graphs.

Grid. This is a language acquisition activity that is used to organize many pieces of information in a format that is easily read. It is a data base constructed by students to display research results or information about themselves. A sample grid may display physical descriptions of students in the class.

Group reading activities. This is a language acquisition activity that provides a comfortable environment for oral reading and helps students practice English intonation, rhythm, and pitch. Alternate or Responsive Reading, Choral Reading, and Echo Reading are all group reading activities. A good source of reading materials are magazines that school staff members subscribe to and donate to the school. It is advisable, however, to remove the address label.

Grouping. Placing learners in groups according to levels of proficiency, interests, or needs. For example: learners of one reading level or learners of different ability levels learning to read bus schedules; learners of different reading levels learning multiplication facts. Whenever paired practice is required, it is better to pair two students with different reading levels.

Guided imagery. This is a language acquisition activity that is a prereading activity in which students visualize a particular place, time period, or setting about which they will read. They may talk about their favorite places in their countries of origin.

Guided paragraph. This is a language acquisition activity that is an early writing activity in which the teacher shapes student output by providing support for students. A guided paragraph providing the most support is a cloze paragraph in which students fill in blanks. A guided paragraph with less support is a series of guided questions which students answer in paragraph from.

Guided summaries. They require students to respond to questions or statements that result in summarizing a story, chapter, or other text. Students answer questions about a selection. Together, the answers from a paragraph summarize the selection. In the example below, which involves the story *The Swiss Family Robinson*, students identify false statements, underline the false information, change the information to make the statement true, and put the sentences together to form a summary paragraph of the story.

Guided writing activities. They are structured by the teacher but require students to add information that has been omitted. For example, the questions may be combined to make a paragraph. Embedded within the questions is the language necessary to respond, e.g., *What do you like to do on Sundays? I like to* _____ *on Sundays*. Either-or questions also assist students to write complete sentences and paragraphs.

Guidelines. These are lists of key information that students use when writing. Guidelines should identify specific issues, content, development, or mechanics needed for the assignment and are used in conjunction with the assignment prompt.

Guide-O-Rama. This is a language acquisition activity that presents students with questions to focus their reading of specific passages in a text.

H

Higher order thinking. These are thought processes which involve reaching a decision based on examining evidence; evaluating, assessing, and asking probing questions; and analyzing information.

Holistic scoring. In this evaluation technique, scoring is based on an overall impression of a work rather than on an accumulation of points.

Home language survey. The process of determining the primary or home language of each student. Upon enrolling children in California public schools, parents are asked to answer the following questions: (1) Which language did your son or daughter learn when he or she first began to talk? (2) What language does your son or daughter most frequently use at home? (3) What language do you use most often spoken by the adults at home? This information is to be maintained in the pupil's record folder.

Hot seat. This is a language acquisition activity that gives students an opportunity to assume the persona of a character in literature. In small groups, each student assumes a different role and takes a turn responding to questions posed by other group members. The questions focus on character motivation and feelings about the consequences of action. Hot seat can also be used with the whole class. It is recommended that the student who will take the hot seat practice with his/her teacher the day before the presentation. See interview.

I

Imitation. This invites writers to follow the style or structure of a short piece of prose, but using their own words. Imitation provides a framework for expanding language use by imitating authors with whom they are familiar. The activity may be very structured, with blanks for students to fill in, or unstructured, allowing students to use their own ideas to imitate the original text. It may be interesting to discuss plagiarism.

Individual instruction plan. An IIP is a course of study designed specifically for one learner addressing that learner's individual goals and needs.

Individual Student Language Profile (LAU Profile). In a bilingual classroom, it is a written record, readily accessible to classroom teachers, that contains information on at least four of the following topics: (a) Home language use; (b) School language use; (c) Student and parent attitudes toward the home language, culture, and bilingual education; (d) Language proficiency test results in both L_1 and L_2 (BICS); (e) Standardized test results in language and reading in both L_1 and L_2 (CALP); (f) Interviews by bilingual specialists; and (g) Classroom teacher observations.

Individualizing. This is used for instruction and activities specifically needed by a learner who will be working alone.

Inductive process. In this process, a series of examples or model sentences are given in order to enable the learner to formulate a generalization, description, or "rule."

Inflection. This refers to the change in pitch or loudness of the voice; the change of form that words undergo to mark such distinctions as those of case, gender, number, tense, person, mood, or voice.

Information gap. This refers to interaction activities in which each partner has a different portion of a body of information; the two must communicate with each other to get the missing information. Bus schedules may be a good source of information for this activity.

Input. This refers to all second language material with which the learner comes into contact.

Institutional racism. This can be defined as the ideologies and structures which are used to systematically legitimize unequal division of power and resources between groups which are defined on the basis of race.

Instructional objective. A proposed change in a learner which specifies precisely what and how much the pupil will be able to do at the completion of instruction.

Intake. This refers to utilized input (Refer to the definition of input).

Interference. A difficulty or problem in the learning of one habit because of the existence in the learner of a conflicting one; e.g., the difficulty of learning to produce a sound in the target language because it does not exist or exists in another position in the learner's native tongue.

Interlanguage. The interaction which results when a learner is acquiring two languages simultaneously and manages two sets of linguistic and social systems as if they were one; sometimes referred to as "transitional language."

Internalize. This refers to understanding and learning material so thoroughly that it can be produced at will.

Interview. This is a language acquisition activity that is used to obtain information from others. The class prepares for an interview by developing key questions. Students ask the questions of others and record responses on the interview guide. Information can be graphically organized and presented to the class. This can also be used when a student assumes the role of a celebrity. He/She is given the biography of a famous person (preferably his/her favorite) the day before and comes in the next day as the celebrity. See hot seat.

Intonation. The rise and fall in pitch of the voice. The melody of a language produced by the rise and fall of the speaker's voice.

J

Jigsaw. This is a language acquisition activity that is a cooperative learning structure which promotes student experts who share their expertise with team members. Each student is responsible for learning about an aspect and for sharing it with home team members. In a traditional jigsaw, students leave their home group to meet in expert groups composed of students from other teams who are responsible for learning the same information. Expert groups work to master information and determine the best way to share it with their home team. This can be done as a group contest.

Journal. An ongoing, written record of a student's thoughts on self-selected topics of personal interest. A *personal journal* is usually private unless the student invites a teacher or classmate to read an entry. A *dialogue journal* is an extended written interchange between a teacher or other specialist and a student on a topic of mutual interest. Journal writing gives students practice in writing while encouraging the habit of reflective thinking. See dialectic journal.

Jump-in reading. This is a language acquisition activity that is a reading activity for small groups or a whole class. A volunteer begins to read aloud. As this student is reading, another student may jump in at any time and continue reading. Students continue to jump in until the text is read. If two or more students jump in at the same time, they agree between them who will continue. It should be emphasized that all students need to volunteer at least once. See fade in fade out.

L

Lab. This refers to a class consisting of learners working at different levels of proficiency in one subject only or different subjects.

Label (labeling). This is a language acquisition activity that develops beginning reading and writing skills. When students are able to identify an object or picture orally, the teacher writes the word on a card and places it on the item. Students read the labels, the labels to the objects, and write their own labels. *Post-It* paper is great for this activity.

Language. It is a system of arbitrary, vocal symbols which permit all people in a given culture or other people who have learned the system of that culture, to communicate or interact.

Language acquisition. The study of how humans acquire language begins with the study of child language acquisition; a subconscious and intuitive process of constructing the system of a language, not unlike the process used by a child to "pick up" a language (part of Krashen's natural approach).

Language Acquisition Device (LAD). This refers to the "little black box" that embodies the innate properties of language that explain a child's mastery of his/her native language in such a short time despite the highly abstract nature of the rules of language.

Language and social interaction. The province of language and its function in the real world.

Language attitudes. The attitudes people hold toward different language varieties and the people who speak them are attitudes important to sociologists.

Language development. The acquisition of the basic skills for communication. These skills are receptive (listening, reading) as well as expressive (speaking, writing) in nature. The language development process starts at infancy and continues throughout life. Some theorists maintain that this is learning through mistakes; still other linguists believe it is a matter of internalizing language patterns.

Language dominance. An individual's degree of bilingualism; that is the relative proficiency of the individual's language competence with respect to more than one language. The essence of language dominance is the comparison of two languages and the resulting specification of relative language proficiency.

Language experience approach. This approach provides a guided language experience in which students produce reading material based on their own interests and activities. They recount stories or describe their artwork, and the teacher writes their words verbatim. These student-produced stories are used as reading material and for language development activities.

Language functions. These are specific communicative acts taken to achieve a variety of personal goals and outcomes.

Language learning. The process in which learners attend to form, figure out rules, and are generally aware of their own processes (part of Krashen's natural approach).

Language planning. The process of implementing major decisions regarding which languages should be used on a societal scale.

Language proficiency. The degree to which an individual exhibits control in the use of a language including phonological, syntactic, lexical and semantic systems, as well as discourse and stylistic rules for oral and written communication.

Language skills. These are the four skills necessary in learning a language namely, speaking, reading, writing, and listening.

Language tasks. These are meaningful classroom interchanges that enhance student's communication skills in real-life situations.

Language variation. This describes the relationships between the use of linguistic forms and factors such as geography, social class, ethnic groups, age, sex, occupation, function, or style.

LAU VS. NICHOLS (414 U.S. 563). This is the landmark 1974 Supreme Court case which required the establishment of special education programs for students whose primary language is other than English. The court action was brought by thirteen non-English-speaking Chinese students on behalf of approximately three thousand Chinese-speaking students in the San Francisco Unified School District. They alleged that the students were being effectively denied an education because they could not comprehend the language in which they were being taught. This case argued that the failure to teach these students bilingually should be prohibited on two legal grounds: First, that not to do so was a violation of their Constitutional right to "equal protection under the law;" second, that it was a violation of the Civil Rights Act of 1964.

Learning. It is a relatively permanent change in a behavioral tendency and is the result of reinforced practice.

Learning log. An ongoing record of students' accomplishments and future goals. Like journals, learning logs can be used to encourage self-assessment and metacognition.

Learning modality. A process for the input of information into the storage or processing area of the brain through the senses. Visual learners process predominantly by seeing; auditory learners process predominantly by hearing, and kinesthetic/tactile learners process by touching and doing.

Learning styles. A combination of one's learning modalities (oral, aural, tactile, kinesthetic, visual) and environmental, perceptual, psychological and social factors which affect/determine how a learner learns best.

Lexicon. The inventory, or "dictionary," of words, idioms, collocations, and morphemes that the speakers of a language share.

Life skills. These refer to what a student needs to know to survive in the community, such as language needed at the post office, for reporting an emergency, etc.

Limited bilingualism. A level of bilingualism at which individuals attain less than native-like proficiency in both L_1 and L_2. Such individuals invariably acquire Basic Interpersonal Communicative Skills (BICS) in L_1 and often demonstrate Basic Interpersonal Communicative Skills (BICS) in L_2 as well.

Limited English Proficient (LEP). This refers to pupils who do not have the clearly developed English language and literacy skills-comprehension, speaking, reading, and writing necessary to receive instruction only in English at a level substantially equivalent to pupils of the same age or grade whose primary language is English. Pupils who have no proficiency in their primary language are not included within this definition. All students formerly classified as LES (limited-English-speaking) or NES (non-English-speaking) are designed as Pupils of Limited-English-Proficient or LEP.

Line up. This is a language acquisition activity that requires students to arrange themselves in an order which demonstrates a sequence. For example, in a birthday lineup, students with birthdays at the beginning of January stand at the line's beginning and students with birthdays at the end of December stand at the line's end. Other students arrange themselves by birth month. Students must talk to each other to determine their place in the line. Examples include lining up by age, number of siblings, zip code, etc.

Linguist. An individual who studies grammar, the social and psychological aspects of language use and the relationships among languages.

Linguistics. The systematic (often termed "scientific") study of language. Major sub-disciplines include phonology, syntax, and semantics, and historical linguistics.

Literary report card. This is a language acquisition activity that is a review strategy in which students evaluate the merits of literary characters. Working individually or in groups, students assign grades to the attributes and abilities of a character in the text. Students must be able to support their evaluations with details and examples from the text. The report card can be divided into two parts -- negative and positive traits. See character report card.

M

Mandala. This refers to the Hindu or Buddhist graphic symbol of the universe; a circle enclosing a square with a deity on each side.

Manipulative activities. These are drills and exercises in which language forms are practiced without focusing on their communicative functions.

Mapping. This refers to any type of mapping which can help students make sense of what they are reading or will write. Semantic, syntactic, and story maps are a few examples. These are extremely helpful especially when preparing compositions.

Master plan. A written plan of district policies and procedures consistent with statutes and regulations which includes, but is not limited to, goals and objectives, a description of educational programs offered, and an explanation of the process of implementation. Policies and procedures shall include: initial assessment; pupil admission, enrollment, and placement; diagnostic assessment; program implementation; assessment, reclassification, and evaluation; staffing and staff development (criteria for aides); advisory committees (selection, composition, and training); parent notification; fiscal accountability; proficiency standards; and grievance procedures.

Match up. This is an interactive language acquisition activity in that students match a picture card or word card with another held by another student. Some examples of match ups are illustration and word, antonyms, synonyms, parts of a divided proverb, word and definition. This may also be used with parts of speech (PVACPAIN). Each letter in this acronym represents a part of speech.

Melting pot theory. This is an assimilation philosophy which brings the minority into conformity with the mainstream American ideals. This was the central theme in Zangwill's play, "The Melting Pot," in 1908, the fusion of culture and adaptation to make a reformed culture in America. This was replaced by the **SALAD BOWL THEORY**, which describes the assimilation without losing the individual identity of one's original culture.

Metacognition. This means thinking about thinking. This is used in education to describe the processes by which a learner thinks through learning concepts or skills.

Metacognitive journal. This is a writing journal that encourages students to identify what they know, what they want to know or what they have learned about a subject, and how they learned it. Journals require critical thinking because students reflect on their own thought processes and understanding of how they learn.

Miller-Uruh reading program. A state-funded program which provides funds for teachers of children who have reading difficulties.

Minimal pairs. These are two words that sound alike except for one phonemic difference; e.g., *bag/back*, *sheep/ship*, and *bit/pit*.

Minimuseum. This is a language acquisition activity that encourages students to share their cultural traditions by sharing items of historic or sentimental value. The class minimuseum may be planned to display one category of items such as currency or an array of items. Students describe their item on a card indicating its name, country of origin, and use. Items and cards are displayed. Descriptive narratives may be written and practiced so students can offer tours describing the items to groups within the class as well as to other classes.

Model. A package that spells out the approach, process, methods, and techniques as well as providing the materials to be utilized and sometimes even the tests to be administered.

Modeling. It is important to LEP students at all stages of their development but is especially important to novice English writers. Initially, teachers must model all basic writing conventions: capitalization and punctuation, spacing and indentation, page setup and margins, use of manuscripts or cursive writing (not mixed). Later, teachers can present students with a variety of simple composition models to discuss and analyze. As students examine models of letters, summaries, short essays, stories, and textbook chapters, issues regarding format, sequence grammar, and organization can be pointed out. After clarification, students identify and highlight the various aspects of a selection. Teachers should consistently present students with linguistically appropriate writing models at all stages of their English language development.

Monitor. A construct developed to refer to the mechanism by which L_2 learners process, store, and retrieve conscious language rules. Conscious rules are placed in the Monitor as a result of language learning. In order to effectively use the Monitor, L_2 users must have (1) sufficient time to retrieve the desired rule, (2) a task which is focused on language forms and not on language functions, and (3) previously learned correctly and stored the rule. These three conditions are rarely present in normal day-to-day conversational contexts. Monitor, also referred to as a "device" for "watchdogging" one's output, is also a device for editing and making alterations or corrections as they are consciously perceived.

Morpheme. These may be words, derivational affixes (like "ness"), or inflectional endings (such as the third person singular "s" on verbs). A morpheme is the smallest unit of meaning.

Morphology. The study of the structure of words; systematic patterning of minimal "chunks" of meanings -- "morphemes." Morphology belongs to the joint domain of phonology (morphophonemics), syntax (morphosyntax), and the lexicon.

Multicultural education. An education reform movement whose major goal is to restructure curricula and educational institutions so that students from diverse social classes, races, and ethnic groups--as well as both gender groups--will experience equal educational opportunities.

Multiculturalists. A group of theorists, researchers, and educators who believe that the curricula within the nation's schools, college, and universities should be reformed so that they reflect the experiences and perspectives of the diverse cultures and groups in U.S. society.

Multiethnic education. An education reform movement whose major goal is to restructure curricula and educational institutions so that students from diverse social-class, racial, and ethnic groups--as well as both gender groups--will experience equal educational opportunities.

Multiple discrimination. In this type of learning, the individual learns to make a number of different identifying responses to many different stimuli; which may resemble each other's physical appearance to a greater or lesser degree. Although the learning of each stimulus-response connection is a simple occurrence, the connections tend to interfere with one another.

Multi-level. A class which offers instruction for a wide range of ability levels.

Music Cloze. This is a language acquisition activity that is a variation of cloze. Students listen to a song, read the lyrics, and fill in deleted words. An example is Pretty Woman. All the action verbs in the song may be removed.

N

Narrated action. In this approach, it is recognized that one way to help students make sense of a complicated section in a reading situation is to have them play the characters while you or a student reads the next text aloud. This helps students visualize the action taking place in the text. See role play.

Natural approach. In this approach, listening predominates and speech is never forced. Errors are not directly corrected, except in written work. Grammar is done outside of class. Class time is spent on communicative activities.

Needs assessment. The process of determining the educational needs of the children of a school or a district in preparation for planning action designed to meet those needs.

New concurrent approach. This approach necessitates an alternation between first and second languages according to pedagogic and sociolinguistic considerations. In a lesson on the history of the Southwest, English can be used to reinforce the role that English speakers played in the settlement, while Spanish can be used to reinforce the role that Spanish speakers had. The teacher switches languages to reinforce concepts, lexical items, or cultural awareness and to respond to cues initiated by the student. This approach is used in content classes.

Non-verbal language. A form of communication by gestures rather than spoken sound.

Norm-referenced test. A test designed to place students in rank order or to compare them with other students. Each person's performance is compared with those of others who took the test; e.g., BSM, BINL, IDEA, QSE, etc.

Notional-functional approach. It is based on the objectives of communication, or functions, of the language, such as asking for information, expressing emotions, agreeing, etc.

Notional-functional syllabus. It views language as a skill which can be used to accomplish functional tasks such as sending and receiving information, expressing opinion, and socializing. Students are taught the language necessary to combine functions with notions. Practical language objectives are met. Students are taught what language does, rather than how it works grammatically.

Notions. These are general semantic categories (e.g., existential, spatial, temporal or specific categories such as personal identification, relations with other people, or travel). See notional/functional syllabus.

Numbered heads together. This is a language acquisition activity that is a cooperative learning structure used to promote mastery of information. Students number off in groups of four. Groups discuss the answers to questions and make sure all members know the answer. The teacher selects a number from one to four to select which member will answer for their group. All group members receive a point if their group member answers correctly. If the correct answer is not given, another student with that number (from another group) may give the answer. In Simultaneous Numbered Heads Together all students with the selected number offer a written answer. This may be done with even or odd-numbered students. It is a good way to introduce odd/even numbers.

O

Objective. An accomplishment that can be verified within a given time and under specific conditions.

Observation guide. This is a language acquisition activity that is a series of questions, cloze statements, or open-ended statements used to structure students' observations. This may be prepared for a planned field-trip.

Open Entry/Open Exit. A program that accepts learner enrollment at any time during the program or instructional duration and exits learners whenever they reach their goal.

Open mind. It is a graphic organizer in which students draw symbols or pictures, write words or phrases from a text, or include their own words to describe a character or person in real life. As a prewriting activity students identify the important characteristics of a person and record them in an outline or silhouette of a person's head. Students may also use the open mind for writing an interior monologue indicating what a character is thinking. After creating an open mind, students may share responses or use them for formal writing. One way of doing this is by providing students with a sketch of a man's head.

Outcome-Based assessment. It is an assessment that is designed to "test to the objectives." Instead of emphasizing what a student has not mastered, outcome-based assessment generally emphasizes what a student has learned.

P

Paired reading. This refers to the matching of a stronger reader with a less accomplished reader and having them take turns reading aloud. It is the best way to keep the length of the selection under 3 pages. Partners may be switched during the exercise.

Paradigm shift. This describes the process that occurs when an individual accepts and internalizes an explanation or theory to explain a phenomenon or event that differs substantially from the one that he or she previously had internalized. An example is when an individual who previously believed that Columbus discovered America now views the Columbus-Arawak encounter as the meeting of two old world cultures.

Paragraph models. They are sample paragraphs that the teacher uses to demonstrate the expected type of writing. Second-language learners need to see many models of writing for a variety of purposes to familiarize themselves with language, form, organizational patterns, and rhetorical style. The models should reflect strong writing at language levels appropriate for the students. Good student samples from previous classes become excellent sources of models.

Paraphrase-summary activity. It is one way teachers help students to summarize using guide words. The teacher chooses a guide word for each paragraph. Students write a sentence with the guide word in it. The guide words should help students identify the most important element of each paragraph. When all the summary statements are combined, students will have created a summary of the selection. The concept of "buzz" words may be introduced.

Parent advocate. A person who is a supporter and defender of the educational rights and responsibilities of children and parents.

Parent education. Activities developed by personnel of a district, institute, or agency to provide parents with basic knowledge and skills; e.g., ESL, parenting skills, immigration services, nutrition, and the like.

Parent involvement. The inclusion of parents in the educational process of their children through the dissemination of information, solicitation of recommendations, participation at all levels of the program, training and education.

Parent notification. A systematic procedure of information dissemination which includes formal written announcements and documentation of any oral announcements in the language(s) spoken and understood by the parents.

Parents' training. Activities developed by personnel of a district, institute, or agency to provide parents with specialized instruction or practice; e.g., budgets, instructional design, evaluation, and the like.

Partial bilingualism. A level of bilingualism at which individuals attain native-like proficiency in full range of understanding, speaking, reading, and writing skills in one language, but achieve less than native-like skills in some or all of these skill areas in the other language.

Pass-a-problem. This is a cooperative learning structure used to generate ideas and solutions to problems. Group members discuss and agree upon one or two questions for which they need an answer. They write their question(s) and pass them to another group. At the same time, they receive question(s) from another group. Each group discusses possible answers, writes suggestions, and returns them to the originating group. Group members discuss suggestions. This activity offers students optional views and assistance from their classmates. Problems may come from the teacher or from the students. See problem posing.

Pattern practice. This refers to the drills and activities in which the patterns of a language are learned to the point where students can repeat, alter, or respond to them habitually and fluently. See audiolingual approach.

Pattern reading. This is a language acquisition activity that provides students with opportunities to read text with a controlled vocabulary. Many children's stories, such as *The House That Jack Built* and *The Gingerbread Man*, follow predictable patterns. In addition, the words of many traditional and popular songs form predictable text. CASAS materials may be used for this strategy.

Peer Coaching. It is a proven method of supporting teachers as they implement new strategies and lessons. It also provides opportunities for dialogue and reflection, thus decreasing teacher isolation.

Peer writing groups (response groups). They are teams of peers who provide feedback to student writers. These groups are most beneficial during the sharing and revising stages when students need reaction from an audience. Peer writing are important for students because they provide an audience in addition to the teacher, they help students become involved, and they help student writers to maintain control of their own writing. As in any new activity, the purpose and procedure for using peer writing groups must be modeled and explained carefully to students. For advanced students, simple rules of proofreading may be discussed.

People of color. A term used to refer to racial groups in the United States that have historically experienced institutionalized discrimination and racism because of their physical characteristics. These groups include African American, Asian American, Hispanics, native Americans, and native Hawaiians.

Performance Assessment. It is a direct, systematic observation and assessment based on student performances or performance samples and established performance criteria.

Personal dictionaries. They are constructed by students and assembled in a variety of ways. Students record a word that is important to them on a 3 X 5 card together with a comprehensible definition, the same word in their language, and the word in a sentence or pictures. They assemble them for review and study. Teachers may invite students to create thematic dictionaries for each theme or focus during the semester. Students may also maintain a small spiral notebook as their personal dictionary, all entries need to be arranged alphabetically.

Phoneme. It refers to speech sound or utterance of the set of the smallest units of speech that serve to distinguish one utterance from another in a language or dialect. It is the smallest unit of sound which distinguishes one word from another.

Phonetics. The study of the sounds of language and their physical properties.

Phonology. The rules, processes, and conditions that account for the systematic patterning of sound in speech. Phonology is to be distinguished from phonetics, which is the study of the acoustic and articulatory properties of sounds themselves.

Pidgin. An auxiliary language that has come into existence through attempts to communicate by the speakers of two different languages and that is primarily a simplified form of one of the languages with considerable variation in pronunciation and with a major part of its grammatical features selected from those common to both of the native languages. It is also referred to as a simplified speech used for communication between people with different languages.

Pitch. The relative level, intensity, or extent of quality of voice.

PL 94-142. The Education for All Handicapped Children Act of 1975. This law requires that all children with a handicap to be identified, evaluated, and placed in an appropriate educational program at public expense.

Polyglot. An individual who speaks more than one language.

Portfolio. A file, folder, computer disk, or box containing information and work samples that document a student's growth and accomplishments over time. ESL students may maintain a folder for all of their written work in class.

Pragmatics. A branch of semiotics that deals with the relationship between signs and/or linguistic expressions and their users; choice of words to express point of view or attitude (part of communicative competence).

Pretest/Post test. Tests used at the beginning and at the end of a program. A comparison of the pretest and post-test results shows how much has been learned.

Prewriting. During the prewriting and drafting stages, students generate ideas, record them, and begin to organize and develop them. In the sharing, revising, and editing stages, students work together with the teacher to refine and reshape their ideas. In the final stage, postwriting, both students and teacher find various ways to show off their writing.

Primary language. The language other than English that has been identified by the Home Language Survey as the language that students first learned, the language used by the student most frequently at home, the language spoken most frequently by the parents with the student, or the language most often spoken by the adults at home. See home language survey.

Principle learning. In this type of learning, a principle is a chain of two or more concepts. It functions to organize behavior and experience. In Ausubel's terminology, a principle is a "subsumer"--a cluster of related concepts.

Print-rich environment. This is a language acquisition activity that is composed of many examples of printed matter appropriate to classroom themes and may include signs, billboards, students' tee shirts, bumper stickers, and other material print. Such an environment provides sources of early reading text and examples of aspects of the American culture. Bulletin boards must be designed as "teaching" boards in order to be more effective. See word wall.

Problem posing. This is a language acquisition activity that asks students to identify the main issues, concepts, or problems encountered in a reading selection. Students brainstorm possible answers to each question and come to consensus. Problem posing exposes students to the thinking processes of others because students see how others summarize, analyze, and synthesize text. See pass-a-problem.

Problem solving. In this type of learning, previously acquired concepts and principles are combined in a conscious focus on unresolved or ambiguous issues.

Proficient bilingualism. A level of bilingualism at which individuals attain native-like proficiency in the full range of understanding, speaking, reading, and writing skills both in L_1 and L_2.

Program objective. The reasonableness of the project's time schedule, cost effectiveness of its methods, and accomplishment of outlined activities.

Program review team. A team of two or three persons who evaluate the compliance, implementation, or quality of a program.

Programmed learning. The systematic sequencing of material and its presentation in small segments, often through a "teaching matching" type of device which instructs the students to continue when his answer is correct or to review if his answer is incorrect.

Prompt. A description of a topic, situation, or scenario to which students are expected to respond in some way. See quickdraw and quickwrite.

Psycholinguistics.The study of the relationship between linguistic and psychological behavior.

Q

Quality review instrument. A form used by the state team when it reviews the quality of a school program.

Quartile. This refers to the twenty-five percent of the possible scores on a standardized test; one of the three points along the score scale of a frequency distribution that divides the distributed scores into four parts of equal frequency.

Quickdraw. This is a language acquisition activity that is used to help students visualize concepts and information. Given a topic, e.g., the setting of a story, students quickly sketch a picture. The information they display is of greater importance than the artistic quality. The students' illustrations provide cues on the way they think. See quickwrite.

Quickwrite. This is a language acquisition activity that stimulates student knowledge of an assigned topic by forcing them to write quickly for a given short period of time. If students cannot think of anything to write, they repeat their last word or sentence until they think of more to write. Students write without concern for punctuation, spelling, or grammar. If students feel comfortable sharing what they've written, they may read their quickwrite to a partner, group, or the class. Material written during a quickwrite is used as the basis for a composition or other formal piece of writing. See quickdraw.

Quiz the teacher. This is a language acquisition activity where the class and the teacher read a passage together. The teacher then puts the passage aside and the students question the teacher using the passage for reference. When the students have asked as many questions as they are able, they put their passage aside, and the teacher asks questions of them. The teacher should encourage and model high-level questions, beyond those that require recollection, e.g., *What do you think Bob might have done if he had not been able to . . .?* Questions may be guided by the 5W's and 1H of questioning -- Who, What, Where, When, Why, and How.

R

Read aloud. This is a scaffolding technique that helps students to read. The teacher's reading aloud to them is a critical component of the reading program. It also develops a positive association with books and reading. It is believed that children, for example, learn faster when their parents read them stories.

Read around. In this approach, while one person is reading, the students read silently and comment in the margin of the reading. This technique allows students to dialogue silently about the reading and then share their thoughts with another reader.

Reader's theater. This is a language acquisition activity that transforms a short story or text selection into dialogue. Students practice roles and read dramatically from the script. Text with a large quantity of dialogue is most easily converted into script. Narrative is read by a student in role of narrator. See role play.

Reading approach method. This is implemented in isolated instances, such as when a student at the graduate level needs a language for research purposes in his field toward a PhD. This would be limited to the area of study with no grammar, or pronunciation, and would be vocabulary controlled.

Realia. This refers to real objects (e.g., bus schedules) or facsimiles (e.g., plastic telephones or tools) used by instructors to provide meaning and context for language instruction.

Real-life writing activities. They are writing notes for a purpose, addressing envelopes, completing questionnaires, or filling out forms that offer novice English writers practical writing experience. Guided questions (who, what, where, when, and why) may assist students in many types of writing. Cloze models assist students to complete their tasks.

Register. The variation in language (in pronunciation, grammar or vocabulary) as used by a person in different jobs or professions, in different situations (formal or informal) and in different modes (speaking or writing).

Reinforcement. This refers to the consolidation or further learning of material. It also refers to the confirmation or reward which increases the likelihood of a student's giving a correct response again at another time.

Reliability. The degree to which a test produces similar results on different occasions under similar conditions. A statistically derived measure (reliability coefficient) of determining whether a test consistently obtains the same result. There are several types of reliability coefficients, the most common of which are: (1) internal consistency, a statistical measure derived through an item analysis of the test: (2) interscores reliability, a correlation of how consistently two (or more) raters score the same subject's test; and (3) test-retest, a correlation derived from testing a sample twice on the same test usually given about two weeks apart.

Repeated readings. This refers to the reading and rereading of a material until it is "learned." There is some compelling research done by people such as Krashen that supports fluid reading as an important component of the reading process. There are several ways to accomplish this. The important thing to remember is that the level of the material used for repeated readings should be at the student's instructional level.

Research. This refers to the seeking of information to find out more about a given topic, test new ideas within a specified framework, or explore new areas with no boundaries marked.

Resources. These are basic factors available for allocation to a program (i.e., personnel, facilities, time, and money).

Response guides. These are questionnaires about a piece of writing completed by another writer. The questions may be general enough to apply to any type of writing or require specific information which may be of special use to the writer. Questions can be focused on content, organization, voice tone, word choice, or text structure. They may be open ended-questions.

Response journal. See dialectic journal.

Responsive reading. See alternate reading.

Rhetoric. The method and study of the organization of syntactic units into larger patterns.

Role play (simulation). This is a language acquisition activity that offers the opportunity to participate in an unrehearsed conversation that might occur under given circumstances. Students work in pairs or small groups to dramatize their responses to a given situation. This kind of role playing can be as simple or detailed as students' language abilities and imaginations permit. The addition of props and physical action create an authentic feeling. Role play can be performed by small groups or the whole class. Role play provides opportunities for students to be inventive and interactive while practicing communication strategies. See reader's theater.

Round robin. This is a language acquisition activity that is a cooperative learning structure used to stimulate or assess student background knowledge, promote mastery of information, or review information. The teacher asks a question with many possible answers. Group members take turns answering. Students offer answers in turn. Students unable to answer may ask group members for help. The students continue until time is called. A time limit of one to two minutes may be assigned for this activity. Groups share their answers with the class. See round table.

Roundtable. This is a language acquisition activity that is the written counterpart of Round robin. The teacher asks a question with many possible answers. Each group silently passes one pencil and sheet of paper around the table so each member can write an answer before time is called. Groups share their answers with the class. If answers are long, or if production is a goal, Simultaneous Roundtable may be used, in which more than one pen and paper are passed in each group. See round robin.

Rubrics. They are scoring guides with criteria to evaluate student writing in a holistic way. Each rubric is designed for the writing task and based on a numbered scale, usually ranging from three to six points. When using rubrics, read student papers and assign the score which best describes each student's work based on the descriptors for each score. Rubrics provide clear criteria for responding to writers and can be used instructionally as guidelines for students before they begin to write.

S

Scavenger hunt. This is a language acquisition activity that is used to reinforce language. Students locate listed items for the teacher, class, or group. For example, a teacher may say, "Bring me an emergency card, a bus pass application, and a bell schedule." Students must go to the health office for an emergency card, to the student store for a bus pass application, and to the attendance office for a bell schedule. See Treasure hunt.

Scramble sentence/sentences. In this activity, students can assemble and re-assemble sentences, paragraphs, and thoughts to explore the meaning and structure of written language. This can be a group or individual activity. Sentences may be printed in big, bold letters and cut out by word. They are then placed in envelopes (one sentence in each envelope). Students open the envelopes and put the words in order. It is best to color-code the sentences so that they do not easily get mixed up.

Scrambled sentence. This is a language acquisition activity that is used to develop syntax. Students rewrite a scrambled sentence in the correct order.

Scrambled sentences. This is a language acquisition activity that is used to develop sequencing, organization, and comprehension. Students work individually or in groups to sequence sentences to construct a paragraph. See strip story.

Second language. This refers to an individual's second language; a language learned in addition to one's primary language. Within the context of bilingual education, L_2 usually refers to the English language.

Second language acquisition. The process by which a person acquires another language. The process may be simultaneous acquisition of two languages or the sequential acquisition of two languages. Basic similarities characterize the acquisition of second language learners in terms of (1) types of errors, (2) steps in the acquisition of structures, and (3) the acquisition order of a subset of structures. The existence of similarities in the verbal output of second language learners of different first language backgrounds point to the existence of universal mental mechanisms that guide the second language acquisition process, influencing the manner in which students progress and finally learn the second language.

Semantic webs. They are graphic organizers used to make connections by categorizing, analyzing, and evaluating material or text. A structure of the semantic web suggests an organizational pattern for students in constructing a draft.

Semantics. The study of meaning; the study of linguistic development by classifying and examining changes in meaning and form.

Semiotics. A general philosophical theory of signs and symbols that deals especially with their function in both artificially constructed and natural languages and comprises syntactics, semantics, and pragmatics.

Sentence combining. It helps students use sentence patterns that are more complex. Using student or teacher-created sentences, the teacher models how to combine two simple sentences or adapt the sentences with new beginnings or endings. Students practice using guide words or symbols. Eventually, students combine their own simple sentences when they revise their writing. An example is putting two sentences together with the use of a conjunction.

Sentence completion. See cloze.

Separate Underlying Proficiency (SUP). This is the first view of bilingual proficiency. It holds that a bilingual's proficiencies in each language are developed independently and stored separately in the brain.

Shared reading. In this approach, the teacher models what good readers do when they read in order to help them develop their comprehension skills. As teachers share a book or reading with the students, they can point out the mental pictures the author creates, constantly predict and anticipate what is coming next, make connections about the information presented, and explore the author's choice of words, organization, explanations, etc. Students may be asked to share books written by their favorite authors.

Sheltered instruction. This has been the term used to describe content area instruction for limited English proficient students. Its goal was to assure LEP students access to the core curriculum.

Signal learning. In this type of learning, the individual learns to make a general diffuse response to a signal. This is the classical conditioned response of Pavlov.

Silent period. This refers to a period of time spent in receiving comprehensible language only; no production. The receptive period in Krashen's natural approach.

Silent way. In this approach, the teacher points to color-coded symbols or letters on a wall chart that represents syllables in the student's native language(L_1). Students are encouraged to pronounce the syllables aloud as the teacher points to them. The teacher then switches to a similarly color-coded chart of symbols in the target language (TL). Students read these syllables aloud using their knowledge of pronunciation in L_1 and of the color-coded system. When the students are ready, the teacher uses colored rods of different lengths, charts, and gestures to guide the students in producing more involved speech. Throughout these activities, the teacher directs learning while remaining silent most of the time.

Simulation. See role play.

Skill. This refers to the ability to do something as a result of training, practice, knowledge, or experience.

Sociolinguistics. The study of language; as socially appropriate language use, role-playing, and selecting the right words/phrases.

Special education. This refers to programs designed for students with special needs.

Specially Designed Academic Instruction in English (SDAIE). A set of systematic instructional strategies designed to make grade-appropriate or advanced curriculum content comprehensible to English learners with intermediate English language proficiency. The purpose of SDAIE is to provide English learners with access to the core curriculum at the same academic level as provided to their native-English speaking counterparts.

Speech-to-print activities. They use oral language as a basis for writing. Labeling is a simple example; recording is another. After sharing an experience, the teacher records class observations on a chart. Teachers may record student stories or responses to prompts. A group of students may discuss a simple graph while a recorder keeps track of their thoughts. Speech-to-print activities work because they grow from authentic communication within the familiar context of oral discussion.

Sponge activity. This is a language acquisition activity that is used to reinforce material previously taught or to bridge two lessons by focusing student attention on particular aspects of materials needed for the day's lesson. See extension activity.

SQ3R (Survey, Question, Read, Recite, and Review). This is a language acquisition activity that is designed to provide students with a systematic approach to reading textbooks and to promote efficient practices for learning assigned material. The five activities are often done in sequence.

Staff development. This refers to activities that lead toward the improvement of an agency's staff to provide services to adult literacy learners.

Standard. It is a level of performance established by the testing authority to differentiate scores obtained by students. Standards add meaning to scores by determining the level at which students pass, fail, or excel. In curriculum development, standards define a level of achievement toward which all students should strive.

Standardized achievement test. This refers to any test that has been given under specified conditions to the members of a standard reference group having specified characteristics; and that provides a scaled score of some kind. It is called standardized because it has been used with pupils who represent all groups in the total population to arrive at a scale of scores.

Standardized tests. These are mass-produced, machine-scored tests designed to measure skills and knowledge that are assumed to be taught in a reasonably standardized way.

Stimulus. This refers to any signal (manual, oral, visual) to which a person responds or reacts.

Stimulus-response learning. In this type of learning, the learners acquires a precise response to a discriminated stimulus. What is learned is a connection or, in Skinnerian terms, a discriminated operant, sometimes called an instrumental response.

Storyboard. This is a language acquisition activity that displays a sequence of events in a reading selection or historic event. Students draw three to eight pictures depicting action within an event and arrange them in sequence. Sentences may be added to the pictures. Storyboards are shared with the class and posted in the room. A picture cloze may be used. See cloze.

Story map. This is a language acquisition activity that assists students in understanding story plot. The events in a reading selection are displayed in a form chosen by the reader. Students paraphrase or copy key phrases from the text to map the story's plot and display important events in relation to each other.

Strategic Interaction Approach. This approach centers on open-ended scenarios to which students must apply problem-solving techniques. While working in small groups, students discuss the strategy of the solution and pair their intentions either with language they know or with language elicited from the teacher. The teacher serves as a resource to provide linguistic expressions and speech functions and to explain related grammar.

Stress. The prominence of syllables or words in speech. In English we distinguish word stress, phrase stress, and sentence stress. The stressed syllable in English is a little longer and louder than others.

Strip story. This is a language acquisition activity that is a sequencing activity. A selection of text is divided into sentences or segments. Groups assemble the sentence strips to form the text. Student interaction is important to clarify text meaning. Each group discusses their reassembled story with another group. Groups may assemble different versions of the same story. Strip stories may be as short as four or five sentences. Longer stories are more difficult to reassemble. See jigsaw.

Student-centered classroom. In this approach, the teacher is a facilitator. Emphasis is on maximizing student talking time and minimizing teacher talking time. Activities involve student-to-student interaction.

Subtractive bilingualism. The process by which an individual becomes a limited bilingual. In the subtractive process, little effort is made by the individual or institutions like the school to maintain and develop the primary language while the second language is being acquired. Few school age children catch up linguistically with native speakers of the second language.

Suggestopedia method. In this approach, emphasis is on defocusing the learning process. This is best exemplified by slogans such as "Relax and Learn," "Tension in Learning is Wasted Energy," and "Laughter Lubricates Learning." The ideal is a few students in class, soft chairs, carpeting, soft lighting and music. Students are under no pressure to speak. Focus is on listening and non-verbal communication and interaction with teacher and students. Grammar is by analogy.

Support service. This refers to services that enhance an adult education program. May include counseling, financial aid, housing, transportation, and work readiness services.

Sustained Silent Reading (SSR). This is a language acquisition activity that offers an opportunity for students to read for pleasure from a book, magazines, or newspaper of their choice. High-interest reading material written at several literacy levels should be available in the classroom and the library. Students may also bring reading selections to class. The students and the teacher read silently for a period of time with no interruptions. Formal reporting on the reading is not required; however, the teacher may prompt or model an informal sharing and invite students to do the same. A variation of this strategy is called SQUIRT -- super quiet uninterrupted independent reading time.

Syntactics. This is branch of semiotics that deals with the formal relations between signs or expressions in abstraction from their signification and their interpreters.

Syntax. The rules and/or constraints that govern the "grammatical" arrangement of words in phrases, clauses, and sentences.

Synthesis. The ability to reorganize materials to form a new whole using original, creative thinking to solve problems. See evaluation, critical thinking, and higher order thinking skills.

T

Teacher-centered classroom. The teacher is the focus of the class and students are passive participants.

Teaching. It is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

Testing. It is a means of assessment. It is an assessment method specifically designed to measure and document student learning.

T-graphic organizer. This is a language acquisition activity that helps students organize information. It is useful in helping students make inferences, generalizations, or evaluations of text. Shaped like a T, the Organizer helps students list text items on the left and record their impressions on the right, e.g., paraphrase the quotation, identify the character quoted, or explain similarities between themselves and the characters. T-graphic organizers are useful to compare and contrast information, e.g., two characters in a literary work, pro and con arguments, male and female family members, etc.

Three-level guide. This is a language acquisition activity that guides students beyond literal comprehension using three question levels. Students write a question for each level. They ask their questions to the teacher or their classmates.

Thumbs up/Thumbs down. This is a language acquisition activity that is a nonverbal way to check students comprehension. Students respond to yes-no questions or agree-disagree statements with thumbs up or thumbs down. This is sometimes better than the usual yes/no activity where students who speak louder tend to dominate the discussion.

Time line. This is a language acquisition activity that is a graphic organizer to display events in chronological order. Common topics for time lines are historic or personal events, e.g., five important dates in a student's life, important historical events in the U.S.A., etc.

Title I, ESEA. This refers to federal funds granted to the school district to be used to provide additional services to educationally disadvantaged children in target schools. Subsumed by ECIA, Chapter 1.

Title VI, Civil Rights Act of 1964. This prohibits discrimination on the basis of race, color, or national origin.

Title VII, ESEA. This provides federal funds for the elimination of minority group segregation and social tensions; provides for innovative educational practices with increased involvement of parents. ESEA Title VII also provides federal funds for bilingual education programs.

Title IX, Civil Rights of 1964. This prohibits discrimination on the basis of sex.

Tone. This refers to the accent or inflection expressive of a mood or situation; a particular pitch or change of pitch constituting an element in the innovation of a phrase or sentence.

Total Physical Response (TPR). This is a technique in which students listen and respond physically to demonstrate comprehension. This may also be used when certain gestures are used to represent certain things; e.g. placing a hand over a student's head to represent the preposition "above."

Transformation. This is a language acquisition activity that offers an opportunity to construct meaning when students rewrite text in a new form. For example, a short story may be rewritten as a play, a poem, or an essay. The teacher must model the process with students before they do it independently.

Treasure hunt. This is a language acquisition activity that is a student search for a list of specific items, e.g., "Find someone who is wearing a green shirt," "Find two examples of oval shapes," or "Find three examples of environmental responsibility." See scavenger hunt.

V

Validity. It is the degree to which a test actually measures what it is supposed to measure. A measure of how well a test is measuring what it claims. There are numerous methods to determine validity such as: (1) criterion related validity (i.e. predictive and concurrent validity) which is statistical correlation obtained by comparing test scores (or predictions made from them) with an external variable which is considered to provide a direct measure of the characteristic being measured; (2) content validity, which directly measures what it's supposed to (there is no statistical analysis); and (3) construct validity, a measure of the degree that a test is said to measure some theoretical trait or concept.

Value line. This is a language acquisition activity that provides students with the opportunity to take a position, share their opinion, or explain a belief. Students stand in a line that represents the complete continuum or range of possible responses. For example, if the statement is "Our campus should be an open campus," students would stand to one side of the line if they strongly agree with the statements, on the other side if they strongly disagree, or at various points in the middle for responses in between. Students can then discuss their opinions with others of the same opinion or the opposite. In addition to agree-disagree, value lines might range from always-never, right-wrong, like-dislike.

Venn diagram. This is a language acquisition activity that is used to show similarities and differences between two things. Two or more overlapping circles are drawn. Information which distinguishes the two is written in the left and right circles. Common characteristics are written in the overlapping section of the two circles. A Venn diagram is frequently used as a prewriting activity to help students organize their thoughts before writing a compare-contrast composition. A good example is comparing a car with a bicycle.

Verbal processing. This involves speaking, understanding, reading, and writing, and therefore includes both the production of verbal output and reception of the output of others.

Vignette. This is a brief literacy description or dramatic sketch; an ornamental design or illustration on the little page of a book or at the beginning or end of a chapter.

Visual organizers. These are graphical representations that are utilized by teachers to help their students organize their thoughts. Examples are web networks, mind maps, continuums, chain diagram, Venn diagram, spider diagram, charts, and fishbone diagram.

Vocational ESL (VESL). These are classes or activities designed to teach the English needed to get and keep a job and to function in a work environment.

Voiced sound. This refers to a sound made with the vocal cords vibrating; e.g., /b/, /d/.

Voiceless sound. This refers to a sound made while the vocal cords are not vibrating; e.g., /p/, /t/.

W

Waiver. This is a district request to dispense with certain state statutes, regulations, and administrative requirements of programs. A waiver may be requested of the State Board of Education on the provisions of any section or sections of the Education Code. However, neither the State Board Education nor the State Department of Education has the authority to waive state budget language, federal statutes, or federal regulations.

Walking tour. This is a language acquisition activity that provides classes with the opportunity to share an experience visiting locations inside or outside the school. Walking tours within the school or neighborhood provide students with experiences for discussion and writing. A good example is taking the students to the parking lot to count and describe the cars parked there.

Whole class. This is defined as instruction and activities of concern for all learners when ability levels are not crucial.

Word wall. It is a strategy to create a large list or cluster of vocabulary words associated with a topic or theme. Charts, strips of butcher paper, or sections of the chalkboard are set aside for collecting related vocabulary words. Word walls may be started early in the unit and additions made throughout the unit activities. Word walls offer access to essential vocabulary needed for writing activities. See print-rich environment.

Writing. It is a natural extension of listening and speaking. Students write to record important information, to communicate with others over time and space, and to construct and clarify concepts. Reading and writing are interrelated. Writing instructions should be introduced naturally and included in the daily activities for the ESL class. Initially, student's oral responses are charted and read as a group or class activity. Then students copy, fill in blanks, complete cloze-type sentences, and respond to questions. Later, they will imitate paragraphs modeled by their teacher and write dialogues in response to pictures or stories. In time, students will be introduced to a variety of writing and composing activities that engage them in the entire writing process. Teachers facilitate the writing process for students by providing developmentally appropriate writing activities at the beginning stages of acquisition and building on that experience as students develop English language abilities.

Writing process. It is a process, not a finished product, and includes the following stages: prewriting, drafting, sharing, revising, editing, evaluating, and postwriting.

Z

Zone of Proximal Development (ZPD). It is the distance between the children's developmental level as determined by individual problem solving without adult guidance and the level of potential development as determined by the children's problem solving under the influence of, or collaboration with, more capable adults or peers. This concept was developed by Vygotsky.

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GLOSSARY OF SOME ESL ACRONYMS

_SL	Any language as a second language
2C	Self Contained Modified Bilingual Program
2D	Two teacher cooperative team Modified Bilingual Program
4B	English Language Development Program (ELDP/B) - Parent Request
4G	English Language Development Program (ELDP/G) - LAT Request
ADA	Average Daily Attendance
AMAE	Association of Mexican American Educators
BABEL	Bay Area Bilingual Education League
BCC	Bilingual Certificate of Competence
BICS	Basic Interpersonal Communication Skills
BINL	Basic Inventory of Natural Language
BSM I	Bilingual Syntax Measure I
BSM II	Bilingual Syntax Measure II
CABE	California Association for Bilingual Education
CAFABE	California Association for Asian Bilingual Education
CALP	Cognitive Academic Language Proficiency
CARE	Criteria for the Addition of Reading in English
CASBE	California Association for Secondary Bilingual Education
CATESOL	California Association of Teachers of English to Speakers of Other Languages
CBE	Competency Based Education
CCR	Consolidated Compliance Review
CUP	Common Underlying Proficiency
EIA	Economic Impact Aid
EFL	English as a Foreign Language
ELD	English Language Development
EO	English Only
ESAA	Emergency School Aid Act
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESOL	English for Speaker of Other Languages
FEP	Fluent English Proficient
FNC	Functional-English Speaking
HIG	High Input Generator
HLS	Home Language Survey
IFEP	Initial Fluent English Proficient
ILP	Individual Learning Plan

IPT	IDEA Proficiency Test
L_1	Primary Language or Native Language or First Language
L_2	Second Language or Target Language
LAB	Language Assessment Battery
LAD	Language Acquisition Device
LAPL	Language Arts in the Primary Language
LAS	Language Assessment Scale
LASSM	Language Strategies/Skills Matrix
LAT	Language Appraisal Team
LDC	Language Development Specialist
LDS	Language Development Specialist Certificate
LEA	Language Experience Approach
LEP	Limited English Proficient
LIG	Low Input Generator
LTD	Limited-English Speaking
NABE	National Association for Bilingual Education
NON	Non-English Speaking
PHBAO	Predominantly Hispanic, Black, Asian, and Other Non-Anglo
PQR	Program Quality Review
PRE-LAS	Pre Language Assessment Scales
PRO	Proficient-English Speaking
QSE	Quick Start English
RFEP	Redesignated (reclassified) Fluent English Proficient
SA	District A-Level Spanish fluency
SDAIE	Specially Designed Academic Instruction in English
SOLOM	Student Oral Language Observation Matrix
SSL	Spanish as a Second Language
SSR	Sustained Silent Reading
SUP	Separate Underlying Proficiency
TEFL	Teaching English as a Foreign Language
TESOL	Teachers of English to Speakers of Other Languages
TL	Target Language
TPR	Total Physical Response
ZPD	Zone of Proximal Development

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* * This is the third draft. * *

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